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ABSTRACT

The booklet describes the Vulpe' Performance Analysis System (VPAS), a measure of a child's progress in developmental activities which provides a link to instructional programming. In the assessment stage the child's performance is scored according to how much and what type of assistance is required to perform the task. The scale ranges from no interest or attention to the task through requiring some physical or verbal assistance to the ability to transfer the skill to new situations. Sample scoring sheets for both individuals and group recordkeeping are provided. In the translation phase the assessment information is analyzed to identify the method by which the child learns most effectively and the skills which the child is ready to master. This information is shared with the parents and incorporated into the individualized education program (IEP). The final step is utilization of the VPAS, with instruction geared toward the meeting of weekly objectives. The VPAS scoring system can be used with many disciplines and other assessment instruments. (DB)

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PLEASE NOTE: The system outlined in this paper is used by the Hampton University Mainstreaming Model, Hampton, Virginia. Along with theory, one specific skill is highlighted and representative sample forms used by the model are included to provide a concrete example of how the system is utilized from assessment through programming.

Hampton University Mainstreaming Outreach Services

Hampton, Virginia

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BEYOND "YES OR NO":

The Vulpe' Performance Analysis System

Adapted and quoted from: Vulpe' Assessment Battery, S. G. Vulpe', NIMR Publications, Downsview, Ontario (with permission of the author).

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The Vulpe' Performance Analysis System (V.P.A.S.) is one which measures a child's progress in developmental activities and on specific tasks and directly establishes a link to programming. It provides a more exact, comprehensive, uniform, and objective means of:

1. assessing a child's performance
2. exploring teaching techniques with which the child learns most readily
3. scoring the assessment results
4. applying these results to an individualized program
5. recording progress in developmental activities and on tasks

In other words, the V.P.A.S. enables personnel to ASSESS, TRANSLATE, and UTILIZE child performance information for successful programming.

ASSESS

The V.P.A.S. contrasts with others which measure whether a child can or cannot do a task. Yes/no dichotomies give meager descriptive information, insufficient for understanding current performance or making program planning decisions. The V.P.A.S. analyzes the tasks the child is asked to do and looks at factors which may influence how the child does the task. Modification(s) can encourage performance. Differences occur in the estimate of a child's potential when meaningful alterations are made in the conditions of performance.

The assessment process using the V.P.A.S. is very different from most other assessments. If the child cannot do an activity or a task as directed, the examiner systemically adjusts the environment, the activity, the media, or the presentation of the activity to encourage performance. The child's performance is rated on a one (1) through seven (7) scoring system according to the following criteria:

1. No--No apparent interest or evidence of motivation for participation in task, inappropriate state, unable to be alert or attend.

2. Attention-- Any definable indication of attention to any part of the activity, but no active participation due to insufficient attention or physical incapacity:
   (a) intermittant---occasional fleeting attention to parts of activity or orientating response with no maintained attention.
   (b) focused---sustained interest, appropriate span.

3. Physical Assistance--Child's active participation in activity when environment, presentation, or task is modified to any degree:
   (a) physical support--physical contact is needed for the child to: gain and maintain normal muscle tone; achieve appropriate position to prepare for movement; maintain the position; perform movements in a normal pattern; support other body parts; move into and out of position.
   (b) physical contact with child--touching child for purpose of improving response, e.g., for purpose of directing attention; passive movement to give child feeling of desired movement or response; guiding or stablizing body parts.
   (c) physical contact with media--touching media in order to attract the child's attention to media through gesture, sound or movement; demonstration of use of media to instigate cognitive strategy; holding or guiding equipment as child attempts the task to facilitate motor control.

(d) modification of the environment--any manipulation of the environment which changes the child's ability to perform, e.g., structuring by removing extraneous stimuli, changing spatial characteristics, changing locale.

(e) modification of media--any adaptation of media which changes ability to perform, e.g., increased volume of sound, increased size of visual materials, changing visual plane, decreased complexity or simplification of the stimuli, altered size or texture of the manipulative materials, adapted equipment.

4. Social Emotional Assistance--Child's active participation in the activity when social or emotional aspects of tasks are modified to any degree:

(a) modification of the relationship--any change in the manner of relating to the child which changes ability to perform, e.g., increasing reassurance, minimizing frustration, being quiet, calm, and extremely organized in approach, or tolerating inappropriate behavior for a specific reason.

(b) change of personnel--using parent, familiar or preferred person as examiner/teacher/therapist to increase child's comfort level, enlist participation etc.

5. Verbal Assistance--Child's response changes with increased verbal cues, repetition of instructions or alternation of language patterns.

(a) verbal cues--using verbalizations such as child's name, "look," "watch," reminders to monitor or organize approach to or to complete task.

(b) modification of verbalization (syntax)--use of short frequent one or two word directions, simplification of language pattern.

(c)modification of verbalization (semantics)--repetition of original verbal instructions or question, cuing to whole language sequence or changing emphasis.

(d) verbal feedback positive--provision of one or two short words of praise at each appropriate step of the activity.

(e) verbal feedback negative--indicating incomplete or incorrect response which assists child to match a standard, attend to relevant dimensions, etc.

6. Independent in Familiar Situations--Succeeds or performs with no assistance within familiar surroundings or with familiar media.

7. Transfer--Ability to perform tasks demanding equal skill in different forms and contexts:

(a) environment--able to complete task successfully regardless of the milieu.

(b) media--able to perform using unfamiliar media requiring same concepts or at the same developmental level.

Form #1 is a sample skill sheet page from the Vulpe' Assessment Battery. These sheets provide:

1. age levels used as guidelines for where a skill might be expected to develop and for sequencing activities from simple to complex
2. activities or skills to be assessed
3. adminstration procedures and criteria; suggested materials
4. scoring box and key
5. comment box

The scoring may be a color coded so that skill sheets can be used for re-assessment.

Form #2 is a sample of an age level composite of skills (2 1/2 - 3 1/2 yrs.). Use of this form eliminates the bulk of the skill sheets during assessment, though scores are ultimately transferred to the skill sheets. Group assessment is also possible using form #3.

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PERFORMANCE ANALYSIS/DEVELOPMENTAL ASSESSMENT

Date: September 1983

Name: B.J. Birthdate: 11-30-77

Developmental Area: FINE MOTOR

Age	Activity & References	Equipment & Directions	SCALE SCORE: No Attention 1 / Phys. Assis. 2 / Soc./Emot. Assis. 3 / Verbal Assis. 4 / Independent 5 / Transfer 6 7	COMMENTS — INFORMATION PROCESSING AND ACTIVITY ANALYSIS
2-2½ yr.	123. Release and placing: Building tower. *1,8,46,73,74.*	Eight one-inch blocks: Encourage the child to build a high tower. At least eight blocks will be used successfully.	7	
HANDS AND EYES	124. Bridge-building with blocks. *2,6,7,13,45,69,73. Sp-20*	Six one-inch blocks: Place two blocks on table and place a third to form a bridge. Encourage the child to build a bridge with the remaining blocks.	5	
	125. Controlled release of many small objects. *3,8.*	Small bottle, cereal (eg., Fruit Loops): Encourage the child to put the cereal into bottle. Several pellets will be released consecutively.	7	
	126. Cutting with scissors. *13.*	Dull scissors, paper: Encourage the child to cut paper. The child may need your assistance in holding the paper, so that both hands can be used to hold the scissors.	3–5	needed adaptive loop scissors and verbal cues to "squeeze, squeeze..."
2½-3 yr.	127. Controlled use of pencil. *22,52,53,90.*	Pencil and paper: Observe the child using pencil independently. The child can direct pencil and make lines in desired manner.	6	
HANDS AND EYES	128. Tracing cross. *8,46.*	Crayon, paper: Make a cross on paper and encourage the child to trace over it. The child follows the outline closely.	3	understood task; needed physical guiding of hand to stay on lines

1. Analyse activities considering component parts of each and relationship to:
   Basic Senses & Functions
   Organizational Behaviors
   Cognitive Processes & Specific Concepts
   Auditory Language
   Gross & Fine Motor

2. Information Processing Consider:
   Input
   Integration
   Feedback
   Assimilation
   Output

Form 1

Form 2

B.J.
Child's Name

11-30-77 5-10
Child's Birthdate & Age (yrs.)(mos.)

Mrs. S. Kindergarten 1983
Teacher - Age Group (Year)

	Sept.	Nov.	Jan.	Mar.	Yrs'.End
Gross Motor					
Walk on a line 10'	5				
Walk on tip-toe 10'	6				
Walk up & down stairs, no rail	7				
Walk up stairs alternating feet	6				
Walk down stairs alternating feet	6				
Run with adult pattern	7				
Jump over 2" height	3				
Jump forward 14"-18"	6				
Jump forward 24"-34"	5				
Hop forward 2 times	6				
Use swing & maintain balance	7				
Climb over obstacles	3				
Walk 4' on walking board alternating feet	3				
Balance on each foot 2 seconds	3				
Walk backwards on line 10 '	5				
Walk over low obstacles	7				
Running broad jump 2'	2				
Hop forward 4-6 times	3				
Skip over rope one time	2				
Throw overhead with direction	5				
Drop kick	2				
Walk 8' on walking board	3				
Fine Motor					
Controlled use of pencil	6				
Trace a cross	3				
Trace a square	3				
Build tower 9 blocks	7				
Cut straight line	3				
String small beads	7				
Use hammer	6				
Put 10 pellets in bottle in 10 seconds	7				
Fold paper in half	5				

Form 3

Mrs. S.
Teacher

Kindergarten 1983
Age group Year

	B.F.	L.T.	J.H.	J.B.	T.B.	S.A.	C.M.	K.H.	E.A.	E.G.	A.D.	R.N.	T.G.	M.S.	J.R.	H.R.
Gross Motor																
Walk on a line 10'																
Walk on tip-toe 10'																
Walk up & down stairs, no rail																
Walk up stairs alternating feet																
Walk down stairs alternating feet																
Run with adult pattern																
Jump over 2" height			'													
Jump forward 14"-18"		a														
Jump forward 24"-34"			(													
Hop forward two times																
Use swing & maintain balance																
Climb over obstacles																
Walk 4' on walking board alternating feet																
Balance on each foot two seconds																
Walk backwards on line 10'																
Walk over low obstacles																
Running broad jump 2'																
Hop forward 4-6 times																
Skip over rope one time																
Throw overhead with direction																
Drop kick																
Walk 8' on walking board																
Fine Motor																
Controlled use of pencil																
Trace a cross	3	6	7	7	5	7	6	6	3	7	5	5	7	7	7	2
Trace a square																
Build a tower of nine blocks																
Cut straight line																
String small beads																
Use hammer																
Put 10 pellets in bottle in 10 seconds																
Fold paper in half																
Fold paper on diagonal																

TRANSLATE

Once the assessment process is completed, the information is translated:

1. Basals and ceilings are established for each developmental area to determine the age range in which the child is functioning within each area.
2. "Information processing" analysis establishes by what method the child appears to be learning most effectively (through visual, auditory, or tactile/physical cues).
3. The skills which the child demonstrates a readiness to learn or master are determined (those on which he/she scored a 3,4,5, or 6 using the V.P.A.S. Scale).

This information is shared with the parents at the I.E.P. meeting. They have an opportunity to actively participate in programming decisions by choosing a given number of skills to be written into the I.E.P. as objectives.

Form #4 is a sample used to list the determined "readiness skills" from which the parents make selections.

Selected skills are written behaviorally into the I.E.P. as objectives. Additionally, special education procedures are outlined based on the child's learning mode(s) and processing capabilities (Form 5).

Developmental Functionings

Basic senses & functions

Gross motor 124-jump over a line 138-jump up with both feet 148-run, avoiding obstacl 150-jump from small height 157-walk on line 10 feet 159-walk up and down stairs without holding on 160-walk upstairs alternating feet 169-walk part way on walking board alternating feet 170-balance on each foot two seconds 176-throw a ball so it can be caught

Fine motor 119-hold crayons in fingers 120-trace a diamond 128-trace a cross 129-trace a square 130-build tower 9 blocks 143-imitate drawing a cross 145-draw a man with head and one body part 147-color with direction 152-cut out a circle 165-trace inside triangular or diamond shaped path

Language: Receptive 49-identify pictures of clothing items 50-understand functions of common objects 52-follow 2-3 step related commands 61-understand 5 prepositions 64-identify parts of objects 67-understand "one-some-all" 71-follow command involving 2 objects 76-understand interrogatives 77-understand negatives 81- understand words describing feelings

Language: Expressive 94-repeat 4 words 100-tell a story/share ideas 105-tell own sex 109-use action verbs 111-relate experiences in simple sentences 119-repeat 3 numbers 121-identify objects by function 122-verbalization of physical needs 125-tell a story about a picture 131-name 4 colors

Cognitive Processess & Specific Concepts

Object concept 12-understand names of objects 14-identify parts of objects 16-join parts to make whole 17-classify objects

Body concept 12-add missing head and leg to doll 13-name six body parts 16-refer to self as "I" 22-draw a partial man 23-complete girl puzzle 24-add 3 parts to incomplete drawing of man 27-add 7 parts to incomplete drawing of man

Color concept 6-name 5 colors 8-name 8 colors 9-grading shades of colors

HIGH
Child:

IV. SHORT-TERM INSTRUCTIONAL OBJECTIVES, I.E.P.

Measurement Procedures for Short-term Objectives
All objectives will be measured daily using the criterion established in the objective and the Vulpe Performance Analysis Scale.[1] Daily records will be kept in the child's individual notebook.

Annual Goal: To improve in all areas of development assessed.

Performance Analysis Scale: Child does with . . .
1. not do, inattentive
2. not do, attentive
3. physical assistance
4. social/emotional assistance
5. verbal assistance
6. sometimes does, no help
7. always does, no help

Short-term Objectives	Special Education Procedures	Date Instruction Begun	Date Objective Achieved
Fine Motor:			
1. Upon request, B.J. will trace a cross with less than 1/8 inch deviations, 90% of trials.	Use modeling and physical assistance (use pathways and wide lines as visual cues); fade physical assistance, move to verbal assistance. Begin with horizontal and vertical lines; move to crosses.		

Form 5

[1] Vulpe, S.G., Vulpe Assessment Battery, Developmental Assessment, Performance Analysis and Individualized Programming

UTILIZE

Determining a child's learning mode(s) and processing capabilities through the use of the V.P.A.S. establishes the most appropriate teaching techniques to begin programming. For example, if a child seems to be having difficulty processing auditory information, increases can be made in visual input, utilization of concrete manipulatives, repetition of auditory input, etc.

Use of the V.P.A.S. scale in rating learning performance also provides a consistent scale for which other disciplines (speech and language therapists, physical therapists, etc.) can make use of this information.

Additionally, the scale provides a means of evaluating program effectiveness. Regular assessment and recording of performance documents whether or not a child is learning. If not, appropriate changes are indicated.

Decisions are made at regular team planning meetings concerning how to incorporate work on I.E.P. objectives, which have been task analyzed, into the teacher's daily schedule of activities over a weeks's period of time (Form 6). The child's performance is recorded daily. A copy of the weekly objectives is sent to the parent so that carry over of practice can occur in the home.

December 5-9

Form 6

Daily Schedule - Spencer

Name B.J.

Date December 8

Score Performance

1. not do, unattentive
2. not do, attentive
3. physical assistance
4. social/emotional assistance
5. verbal assistance
6. sometimes does, no help
7. always does, no help

Recorder	Score	Time	
P.P.		8:00	Arrival: trace along a vertical and horizontal line (1/4 inch wide)
	5		
	3	9:00	Circle Time: name one color she's wearing when cued
	7	9:15	Sm'l groups:
	6	10:00	1. identify "sad peer" in game 2. paint rectangle in strokes of one direction
	5	10:30	Clean up & Juice: follow 3-step related command
A.S.	7	10:40	Outdoor play: balance on one foot 2 seconds with peer holding hand
	3	11:15	Lunch: respond "I want milk" when cued
	7	12:00	Math/Large group: take 3 members from a set of objects
	7	1:00	Naps: ask peer to help tie shoes
	3	2:15	Snacks: name peer sitting to "right" at table
	7	2:50	Dismissal: name peer standing "behind" her in line

Suggested Behavior Management Technique-

Specific Behavior to note, time and/or count frequency-

Sounds, words, sentences (note if pronounciation is correct)-

Notes, Observations, Comments-
B.J. needed a prompt to protest when a peer took her crayon

From: Vulpe', S.G. Vulpe' Assessment Battery. N.I.M.R. 4700 Keele Street Toronto, Ontario, Canada.

Finally, the week's data is compiled and analyzed at the following planning meeting and appropriate modifications or advancements are indicated for the next week's objectives (Form 7).

This system of working on I.E.P. objectives with regular planning and evaluation continues through out the programming year. At year's end, the child is re-assessed with the complete assessment battery to determine overall programming effectiveness.

One final note on the utilization of the V.P.A.S.: This system is one that can be used with great versatility. Not only can it be used among many disciplines, it can also be used with ANY assessment battery. Even if strict administration procedures of a given test require adherence to it's own scoring scale, "double scoring" a child's performance with the V.P.A.S. scale can be done with a minimal of effort. The additional and functional information to be gained will certainly compensate for the effort.

HAMPTON INSTITUTE
HAMPTON, VIRGINIA

Form 7

Weekly Progress Summary

Child's Name: B.J. Date: Dec. 5-9

Goal	Monday	Tuesday	Wed.	Thursday	Friday	OutCope
trace along a vertical and horizontal line (1/4 inch wide)	7	7	7	5	7	pass - trace along a vertical & horizontal line (1/8 inch wide)
name one color she's wearing when cued	2	3	2	3	3	change - name one color she's wearing when cued with 2 choices
identify "sad peer" in game	7	6	7	7	7	pass - identify "mad peer" in game
paint rectangle in strokes of one direction	6	5	5	6	6	continue
follow 3-step related command	5	5	7	5	7	continue - cue to listen to all 3 directions before starting task
balance on one foot 2 seconds with peer holding hand	7	6	7	7	7	pass - balance on one foot 2 seconds without assistance
respond "I want milk" when cued	3	5	5	3	5	continue - have peer model first
take 3 members from a set of objects	7	7	7	7	7	pass - take 1, 2, or 3 members as specified from set
ask peer to help tie shoes	5	5	7	7	7	continue - ask peer to help put coat away
name peer sitting to "right" at table	3	3	2	3	2	continue - cue with marker on hand
name peer standing "behind" her in line	7	5	7	7	7	pass - put object "behind" another specified object